



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Child Development 110  
**Descriptive Title:** Child Health, Safety, and Nutrition  
**Course Disciplines:** Child Development/Early Childhood Education  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course is an introduction to the laws, regulations, standards, policies, procedures, and curriculum related to child health, safety, and nutrition in early childhood education. The key components that ensure physical health, mental health, and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Topics include indoor and outdoor safety, chronic and acute illnesses, accident prevention, health screening, disaster planning, nutrition, contagious diseases, and identifying and working with children with special needs. Students will focus on integrating these concepts into everyday planning and program development throughout the curriculum for infants, toddlers, and preschool children. Students will develop and present health and safety education curriculum appropriate for children, staff, and parents.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment.

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** No

**General Education:**  
 El Camino College:

**CSU GE:**

**IGETC:**

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Health Risks: Identify health, safety, and environmental risks in children's programs.
2. Regulations: Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.
3. Nutritional Needs: Identify the nutritional needs of children at various ages and plan activities that focus on healthy development and nutrition.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Describe how environmental and prenatal factors affect the growth and development of the child.
  - Presentation
2. Describe policies and procedures required to maintain a healthy and safe physical and mental environment for children and staff.
  - Term or other papers
3. Review laws and regulations, such as Title 22, Title 5 and local Fire Code which support health, safety, and nutrition in children's programs.
  - Term or other papers
4. Compare and contrast various health assessment tools and policies.
  - Term or other papers
5. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
  - Presentation
6. Recognize common acute illnesses and determine appropriate treatment and referral.
  - Term or other papers
7. Identify signs of child abuse and determine appropriate steps to take in the legal referral process.
  - Term or other papers
8. Identify common chronic health conditions and determine the impact of each on the child, the family, and the school program.
  - Term or other papers
9. Describe the most common childhood accidents in child care programs and utilize safety guidelines for indoor and outdoor safety.
  - Term or other papers
10. Identify characteristics of children with special needs and determine the possibilities and procedures for inclusion.
  - Term or other papers

11. Evaluate indoor and outdoor environmental safety risks for infants, toddlers, preschool age children and staff.
  - Term or other papers
12. Distinguish aspects of quality in programs for young children as related to health and safety, and outline the value of collaboration with families and the community.
  - Term or other papers
13. Develop comprehensive emergency plans for infant/toddlers and preschool school environments including mechanisms for keeping staff safe.
  - Term or other papers
14. Develop and present age-appropriate educational programs relating to health, safety, or nutritional issues for young children, staff, and parents.
  - Presentation
15. Research current health issues related to children and families.
  - Term or other papers

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	I	Overview of Factors Influencing Health, Safety, and Nutrition A. Adult and Children's Mental Health B. Teacher's Responsibility as a Role Model of Best Health, Safety, and Nutrition Practices C. Maintaining Health Records D. Staff and Children's Physical and Mental Health E. Preventative Measures
Lecture	3	II	Factors Affecting Growth and Development A. Developmental Screening B. Prenatal Drug or Alcohol Use C. Environmental Factors D. Cultural Factors E. Linguistic Factors F. Developmental Differences in Families, Teachers, and Children
Lecture	3	III	Preventative Health Care A. Health Appraisals and Assessment Tools B. Observations C. Health Inspections D. Anecdotal Records E. Health Screenings F. Physical Fitness G. Collaboration with Health Care Professionals
Lecture	3	IV	Creating a Healthy Environment for Children and Staff A. Sanitation Standards B. Hand Washing C. Sterilization

			<ul style="list-style-type: none"> <li>D. Diapering</li> <li>E. Food Handling</li> <li>F. Handling Contaminated Items</li> <li>G. Space</li> <li>H. Air Quality</li> <li>I. Indoor Pollution</li> <li>J. Group Size and Composition</li> </ul>
Lecture	3	V	<p>Infectious Process and Effective Control</p> <ul style="list-style-type: none"> <li>A. Definition of Communicable Illness</li> <li>B. Factors Essential for Disease Spread</li> <li>C. Non-Contagious Diseases</li> <li>D. Control Measures</li> <li>E. Identification of Signs and Symptoms</li> </ul>
Lecture	3	VI	<p>Creating a Safe Indoor Facility for Children and Staff</p> <ul style="list-style-type: none"> <li>A. Injury Prevention</li> <li>B. Toy Safety</li> <li>C. Indoor Environment</li> <li>D. Environment Standards</li> <li>E. Safety Regulations</li> <li>F. Safety Checklist</li> <li>G. Assessing the Environment</li> </ul>
Lecture	2	VII	<p>Creating a Safe Outdoor Environment for Children and Staff</p> <ul style="list-style-type: none"> <li>A. Injury Prevention</li> <li>B. Playground Safety</li> <li>C. Environmental Standards</li> <li>D. Safety Regulations</li> <li>E. Safety Checklist</li> <li>F. Assessing the Environment</li> </ul>
Lecture	4	VIII	<p>Laws and Regulations Related to Health, Safety, and Nutrition for Children and Staff</p> <ul style="list-style-type: none"> <li>A. Accident and Injury Prevention</li> <li>B. Supervision</li> <li>C. Legal Implications</li> <li>D. Title 22 Regulations</li> <li>E. Title 5 Regulations</li> <li>F. Fire Code</li> </ul>
Lecture	5	IX	<p>Nutrition</p> <ul style="list-style-type: none"> <li>A. Nutritional Guidelines</li> <li>B. Infants, Toddlers, and Preschool Children</li> <li>C. Menu Planning</li> <li>D. Food Safety</li> <li>E. Food Allergies</li> <li>F. Meal Time Policies</li> <li>G. Diet Analysis</li> <li>H. Culture, Tradition, and Honoring Family Choices</li> </ul>
Lecture	2	X	<p>Children with Special Needs</p> <ul style="list-style-type: none"> <li>A. Type of Disabilities</li> <li>B. Inclusion</li> </ul>

			C. Feelings and Attitudes Toward Children with Special Needs D. Program Modifications and Accommodations
Lecture	2	XI	Mildly Ill Children A. Common Communicable Diseases B. Laws and Procedures for Dispensing Medication C. Basic Care Procedures D. Caring for Mildly Ill Children
Lecture	3	XII	Chronic Health Conditions A. Allergies B. Asthma C. Heart Problems D. Seizure Disorders E. Sickle-Cell Anemia F. Diabetes G. Lead Poisoning
Lecture	1	XIII	Dental Health A. Dental Visits B. Hygienic Practices C. Treatment of Dental Problems
Lecture	1	XIV	Transportation Safety A. Child Restraints B. Airbags C. Field Trips D. Carpools E. Injury Prevention F. Pedestrian Safety
Lecture	5	XV	Acute Illness A. Common Childhood Ailments 1. Cold 2. Diaper Rash 3. Diarrhea 4. Headache 5. Dizziness 6. Earache 7. Fever 8. Vomiting 9. Heat Rash 10. Sore Throat 11. Stomach Ache B. Identification C. Guidelines for Treatment and Referral
Lecture	3	XVI	Child Abuse and Violence in Schools and the Community A. Signs and Symptoms of Violence in the Home and the Community B. Definitions of Abuse and Neglect C. Bullying Behaviors and Consequences D. Mandated Reporting Regulations E. Legal Referral Process

			F. Steps to Decrease Violence in the Home, School, and Community
Lecture	3	XVII	Emergency Preparedness A. Earthquakes, Fires, and Other Emergencies B. Developing Disaster Plans
Lecture	3	XVIII	Planning for Children's Health, Safety, and Nutrition Education A. Developing Curriculum 1. Children 2. Staff 3. Parents
Lecture	1	IX	Poison Prevention A. Types of Poisons B. Signs and Symptoms B. Protocol and Caring for Accidental Poisonings
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the class handout entitled *Emergency Planning*. Using this information along with your notes from classroom lectures and discussion, develop an Earthquake Emergency Plan that could be implemented in a preschool program. Include preparation before an earthquake, safety considerations, procedures to follow during an earthquake, and emergency procedures following the quake.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Review your textbook and choose a health or safety topic that is of special interest to you. Develop a 15- to 20- minute health education presentation. Determine if your presentation will be designed for preschool children, staff, or parents, and be sure that it is appropriate for your target audience. Design visual aides, activities, and materials to be included in your presentation. Be prepared to present this to your classmates.
2. Choose a chronic illness (for example, asthma, seizure, or diabetes). Describe the signs and symptoms of this illness and describe how you would assess this child's condition. Develop a two- to three-page plan of care, including actions you would take if the child became acutely distressed by his/her illness. Include ways in which you would include the parent or preschool staff in the development and implementation of this plan.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Written homework  
Term or other papers  
Multiple Choice  
Completion  
True/False

**V. INSTRUCTIONAL METHODS**

Demonstration  
Discussion  
Group Activities  
Guest Speakers  
Internet Presentation/Resources  
Lecture  
Multimedia presentations  
Role Play

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Lynn Marotz. Health, Safety, and Nutrition for the Young Child. 9th ed. Cengage, 2015 (Discipline Standard).

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
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**B. Requisite Skills**

Requisite Skills
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**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	<b>Category :</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks, developing projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

**D. Recommended Skills**

<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. In addition, writing is required for essay questions and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.</p> <p>ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
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**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Margaret Kidwell-Udin on 09/01/1990.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 10/21/2019**

Last Reviewed and/or Revised by Michelle Moen

Date: March 27, 2019

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